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ABSTRACT

The activities in this book have been completely revised to reflect changes in the sixth edition of the "State of the World Atlas" (Atlas). Each activity in the book is aligned closely with the National Geography Standards, "Geography for Life." Standards are clearly identified at the beginning of each lesson. Activities in the book reinforce the five geographic themes of location, place, region, movement, and human/environment interaction. Rather than using the Atlas to locate a set of isolated facts, students are encouraged to compare, analyze, and to ask questions that may lead to further study or research using other sources. The book's two introductory activities seek to familiarize the students with the features of the Atlas and highlight recent international economic and political changes. The book's other activities are divided into three sections. The first section uses an area studies approach, a variety of activities focusing on geopolitical and cultural aspects of nations. The next section explores a number of global issues such as human rights, the global environment, and trade. In the last section, students apply research skills to the Atlas as a whole. (BT)

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ED 352 148

# Activities Using

# The State of the World Atlas

## 6th Edition

## For Grades 6 - 12

SO 032 736

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I am especially grateful to the authors of the previous edition of this book Heidi Hursh and Michael Prevedel, who provided the creative and exciting work upon which I built. I couldn't have asked for better support than that received from Mark Montgomery and Linda Bongiorno of CTIR. Their encouragement, support and excellent advice were greatly appreciated. Without Barb Tafoya's assurances of "how easy" this project would be I never would have become involved. It is only now, that the project is finished that I can thank her. Finally, I am delighted to have printed space to thank my family, not only for their encouragement with this project, but with their never-ending love and support of me and all my endeavors. Special thanks must finally be directed to my mom who asked at least a thousand times, "Did you finish that book yet?" Thanks Mom. Yes, it's finished!

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# Introduction

*The State of the World Atlas* is an exciting classroom resource. The strong visual impact of its colored maps communicates strong messages. Students and teachers alike enjoy just browsing through it. But we believe that one of its greatest uses is in serving as the basis for creative classroom lessons. CTIR has developed engaging lessons to accompany each edition of the *Atlas*. The activities in this book have been completely revised to reflect changes in the 6th edition of the *Atlas*. Teachers of geography, history, economics, political science, current issues, foreign languages and journalism will find these activities useful in integrating the *Atlas* into their curriculum.

Organization:

Two introductory activities familiarize the students with the features of the *Atlas* and highlight recent international economic and political changes. The other activities are divided into three sections, the first of which uses an area studies approach. A variety of activities focus on geopolitical and cultural aspects of nations. The next section explores a number of global issues such as human rights, the global environment, and trade. In last section, students apply research skills to the *Atlas* as a whole, learning that caution must be used when dealing with data collected by governments and presented by authors with a definite perspective.

Standards and Themes:

Each activity in this book is aligned closely with National Standards in Geography. The Standards being used in these activities are the National Geography Standards, *Geography for Life*. The standards are clearly identified at the beginning of each lesson. The activities also reinforce the five geographic themes of location, place, region, movement, and human/environment interaction. All of the activities included in this book are structured to address these important standards and themes and to reinforce higher level cognitive skills. Rather than using the *Atlas* to locate a set of isolated facts, students are encouraged to compare, analyze, and to ask questions that may lead to further study or research using other sources.



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Title:

Introducing the State of the World Atlas

Standards Addressed:

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Geographic Themes Addressed:

This activity does not address a specific geographic theme, rather it touches on all of them as a brief introduction.

Overview:

To familiarize students with the organization and wide variety of information in the Atlas, this activity is designed as a puzzle. In order to successfully complete the puzzle, the student must use the various maps as well as the Contents, World Table, Notes, Sources, and Index.

Grade Level:

6-12

Time:

One class period (based on a 50 minute class)

Materials Needed:

Handout #1, "Introducing the State of the World Atlas"

Procedure:

1. Distribute copies of *The State of the World Atlas* to each student or pair of students. Allow them to examine it freely for a few minutes. Brainstorm ways in which the *Atlas* could be used in the particular subject the class is studying. Ask them to list people other than students who might find a use for the *Atlas* (e.g., government officials, bankers, manufacturers, journalists, church groups).

2. Review the location and use of each of the following parts of the *Atlas*: Contents, Maps, World Table, Notes, Sources, and Index

3. When students have answered all sixteen questions, briefly check their answers for accuracy. Discuss any discrepancies or problems in locating information.

4. Discuss the meaning of the phrase "frame of reference" in the context of this statement: *The State of the World Atlas* provides a frame of reference for the changing pattern of world events: Emphasize that the *Atlas* represents a view of the world at a particular point in time, and that it is like one frame in a moving picture. It should not be viewed as a source of definitive information, but as a starting point, a basis for comparison. It should raise as many questions as it answers.



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The author of the *Atlas*, as evident in his choice of titles for the maps and in his selection of data, has a definite point of view. Students and teachers should be aware of this point of view when using the *Atlas* and should, whenever possible, consult other sources which might present a different perspective.

Discuss with students the other sources of information available and what other points of view they can expect to find in those sources.

5. Optional writing assignment: Using at least three specific examples from the Atlas, write a paragraph explaining the concept of frame of reference.

Key to Handout #1, "Introducing the State of the World Atlas"

1. Food
2. Reforestation
3. Asia
4. Military
5. Energy use
6. Over 65
7. Five
8. Refugee
9. Exporters
10. France
11. Europe
12. Roman Catholicism
13. Expectancy
14. Nigeria
15. Cigarette
16. Ethiopia

SECRET PHRASE: F R A M E O F R E F E R E N C E



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# Introducing the State of the World Atlas

This puzzle will give you a chance to get to know one of the most interesting reference books available. Your task is to find the answer to each of the questions below using the Contents, Maps, World Table, Notes, Sources, and Index of the *Atlas*. Locate each of these features before you begin to solve the puzzle.

Directions:
Write your answers in the blanks provided. Circle the first letter in each answer and write that letter in the corresponding blank of the secret phrase below.

SECRET PHRASE:

| QUESTION #: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

1. The map on pages 94-95 shows which world nations have the greatest _____production capabilities.
2. The trees on page 101 represent nations which lead the world in _____.
3. As shown on page 31, _____ is the only area of the world not to experience a fall in regional share of world exports since 1985.
4. Using "Political Systems" on pages 52-53, the political system of Niger can be determined to be _____.
5. According to the Contents, the topic of the maps on pages 96-97 is _____.
6. According to the World Table, 4.7% of Mexico's total population is _____ _____.
7. The pencils on page 20 show that _____ countries spend 7-7.9% of their GNP on education.
8. Israel (13.1%) is the largest contributor to the world's _____ population according to the map on pages 62-63.



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9. Find and examine the map titled "Food". The United States, France, and Canada are the world's largest _____ of cereals (grain).

10. Using the chart on page 47, the country with the highest unemployment in the chart as a percentage of the total work force is _____.

11. The continent with the lowest natural increase in populations is _____.

12. _____ _____ is the state religion established by law in Bolivia, Paraguay, Argentina and many other countries.

13. The map on pages 16-17 shows statistics on life _____.

14. _____ contributes the largest number of forces to peacekeeping efforts.

15. According to the chart on page 83, at 31.6%, China has the greatest share of world _____ consumption.

16. _____is an African country with the highest percentage of under-weight 5-year-olds.

---

Accuracy Check:
To check the accuracy of your answers to Questions 1-16, read the following excerpt from the 1984 edition of *The State of the World Atlas*:

> "*The State of the World Atlas* was born out of a desire to treat the major issues of our time in an easily accessible and coherent form. [It] identifies subjects of public concern; provides a frame of reference for the interpretation of events; and explains connections."

What help do the authors wish to provide in interpreting today's changing patterns of world events?

A _____ of _____

Your answer should be the same as your secret phrase.

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Title:

## Looking Back and Beyond: Changes in the state of the world

Standards Addressed:

The processes, patterns, and functions of human settlement

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

The changes that occur in the meaning of distribution and importance of resources.

How to apply geography to interpret the past.

Geographic Themes Addressed:

-Human Environment Interaction
-Movement

Overview:

This activity draws student attention changes in the global system occurring over the last 20 years. These changes have affected the lives of individuals, corporations, and governments. The activity is organized around the five themes of the *Atlas*: People, The Global Economy, Work, Politics, and Society. Students are encouraged to make connections as well as predictions regarding change.

Grade Level:

6-12

Time:

Two class periods (based on a 50 minute class)

Materials Needed:

Handout #2, "Looking Back and Beyond: Changes in the state of the world"
Butcher paper and markers or overheads and overhead pens

Procedure:

1. Explain that this activity will be focused on changes that have taken place in the world during the past twenty years, particularly as they are reflected in the maps and charts of *The State of the World Atlas*. Brainstorm a variety of changes that have affected the "state of the world." Encourage students to think of change in global terms rather than in relation to just one nation or area of the world.

2. On a piece of butcher paper or the chalk board, record all student responses and then categorize them according to the five themes of the *Atlas*:
   - People
   - The Global Economy
   - Work
   - Politics
   - Society



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3. Review the students' list of changes and discuss why they may have listed many examples for one theme (i.e. Society) and few for others. Ask them to give reasons why we are more conscious of some types of change that we are of others.

4. Split the class into groups of 3-5 students. Assign each group on of the following sections of the *Atlas*: People, The Global Economy, Work, Politics, and Society.

5. Review the directions for part A, giving some clues, if necessary, for which maps in each section would be easiest to use for recent change. Explain that their answers may be based on change in a region or in individual nations, using the examples on the handout as illustrations.

6. Have each group write their changes on large sheets of butcher paper or overheads. Post the lists and develop a class list of possible connections through large group discussion. Have the students record the answers on Part B of their handouts.

7. Finally, reassign student to their groups to complete Part C of the handout dealing with predicting future change. Tell students they may use any part of the *Atlas* to make their predictions.



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# Looking Back and Beyond: Changes in the State of the World

Part A – Looking at change

Directions: For this part of the activity, you will be working in a small group. Each group will be assigned one of the sections of *The State of the World Atlas*. Write down the title of your sections and the pages on which it appears below:

Section: _____ Pages: _____ to _____

1. Using the Contents, list ten topics covered by the maps in your section. Star the topics that your group predicts have shown the greatest changes during the last 20 years.

a. _____ f. _____

b. _____ g. _____

c. _____ h. _____

d. _____ i. _____

e. _____ j. _____

2. Using the maps in your assigned section, find examples of change from 1980-1999. (Note: Many maps indicate whether a percentage is rising or falling. These would be good examples of change). You may note change in a region or in an individual nation if you think it is important to the state of the world.

Examples:

During the 1990's population growth slowed to an annual rate of 1.4%.
Cigarette smoking in the Americas has dropped since 1980.



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Record the changes you found. Be as specific as possible and record the page number of the map you used for each example.

| | Page # | Change |
|---|---|---|
| a. | _____ | _____ |
| | | _____ |
| b. | _____ | _____ |
| | | _____ |
| c. | _____ | _____ |
| | | _____ |
| d. | _____ | _____ |
| | | _____ |
| e. | _____ | _____ |
| | | _____ |

Part B: Connections

In Part A, you looked for changes in only one section of the *Atlas*. However, we know from experience that changes are interconnected. For instance, if your grade in this class drops dramatically, it may be lead to other changes in your life such as loss of privileges at home. Similarly, the collapse of the Soviet Union politically led to many other changes, such as inflation in Ukraine. In this part of the activity, you will be coming up with connections between the changes found by your group and those found by student working on other sections of the *Atlas*.

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Directions: Brainstorm as many connections as you can between the changes taking part in each section of the *Atlas*. Record what you feel are the 5 strongest or most possible connections. Be sure to include relevant page numbers for the maps.

Example:

Morocco has a high (22.3%) unemployment rate (pages 46-47) which could account for the large percentage (8.4%) of their population working abroad (pages 48-49).

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____



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Part C: Predicting change

The *State of the World Atlas* is not only current for 1999, it also helps to predict what may happen in the future.

Directions: Using the *Atlas* find three predictions of future trends. Be sure to include page numbers of relevant maps or charts.

Example:

| Page # | Prediction: |
|---|---|
| Page 80 | The rate of diabetes will more than double by the year 2050. |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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Title:

Mental Maps: Checking our Preconceptions

Standards Addressed:

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

The physical and human characteristics of places.

How culture and experience influence people's perception of places and regions.

The characteristics, distribution, and migration of human populations on earth's surface.

Geographic Themes Addressed:

-Place
-Region

Overview:

One of the first steps in learning about another culture is to check our preconceptions against current data. Some of these preconceptions turn out to be correct, but we often find that we are carrying around outdated images, misconceptions, or stereotypes that need to be revised through further study. This activity offers the student a chance to check his/her preconceptions about various areas of the world. The statements include some common misconceptions as well as some interesting facts, which would motivate further inquiry in other sources. The concept of diversity is a central theme, which should be emphasized in the debriefing

Grade Level:

6-12

Time:

Two class periods (based on a 50 minute class)

Materials Needed:

Handout #3, "Mental Maps: Checking our Preconceptions"

Butcher paper and markers

Procedure:

1. Ask students what they had expected their school to be like (or class, city, etc.) before they arrived on the first day. What were their sources of information? How accurate did they turn out to be? What mistaken or exaggerated ideas did they have? How did these ideas change? Relate this discussion to ways in which we learn about other cultures. Ask for examples of mistaken or exaggerated ideas that the students had about other cultures and how these ideas have changed.

2. Hang up butcher paper around the room. Each piece should be labeled with the name of a world region: Latin America, Africa, Asia, Europe, Middle East.



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Give students about 10 minutes to walk around the room and write their ideas/preconceptions about each of the regions on the paper.

3. Distribute Handout #3, "Mental Maps: Checking our Preconceptions". Explain that the statements on Part A are either true or false. Students will have a chance to check their preconceptions against one source of information, but first they must guess, based on what they now know or believe, whether each statement is true or false. These answers go in the column at the left marked PRETEST. (Based on what you want to accomplish with this lesson, you may wish to focus on one region or look at our preconceptions around the world. Handout #3, Part A is available for Latin America, Africa, Asia, Europe, and the Middle East. You may chose to have students work on just one region at a time or split the class into groups with each group focusing on a different region.)

4. Distribute copies of *The State of the World Atlas* to each student or group. Review the directions for Part A at the top of the handout, pointing out that there are three thing to do for each statement. Remind students to make use of the Contents and Index to locate maps. Provide page numbers if necessary.

5. Check student answers to Part A with the answer key. Discuss the way in which each answer was located as well as the implications of the answer itself. If students had difficulty deciding on whether an answer was true or false because of the range of data on the maps, discuss the concept of regional diversity and tell them to choose the best answer to reflect most nation in Latin America. Ask student which answers surprised them most and discuss reasons for their misconceptions or lack of information. What questions were raised that need to be answered by other sources?

6. Ask student to complete Part B by defining what constitutes a standard of living and by analyzing the maps that contain that information.

7. Check student answers to Part B, asking for specific data to back up their conclusions.

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# Mental Maps: Checking our Preconceptions

Latin America

Part A

Directions: Answer True or False. Fill in the column at the left (PRETEST) before looking at the *Atlas*. Then find evidence on one of the maps in the *Atlas* to indicate whether the statement is True or False. Write that answer in the second blank (ANSWER). Then list the page numbers you used. If the statement is False, rewrite it to make it accurate based on the information in the maps.

PRETEST _____ ANSWER _____

_____ _____ 1. The population of Latin America will double in less than 50 years.

Page #_____

_____

_____

_____ _____ 2. More than ½ of Latin America's population lives in cities.

Page #_____

_____

_____



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_____ _____ 3. Because they are agricultural countries, most Latin American nations grow enough grain (cereals) to feed their people.

Page #_____

_____

_____

_____ _____ 4. In general, average income (purchasing power per person) in Latin America is higher than in Africa and Asia.

Page #_____

_____

_____

_____ _____ 5. There is a greater gap between the richest and poorest in many Latin American countries than in most Asian countries.

Page #_____

_____

_____

_____ _____ 6. Over half the population of Latin America is illiterate.

Page #_____

_____

_____

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_____ _____ 7. Average life expectancy in Latin America is longer than in Africa.

Page #_____

_____

_____

_____ _____ 8. Most people in Latin America live in rural areas.

Page #_____

_____

_____

_____ _____ 9. Mexico City, Mexico is the most rapidly growing city in Latin America.

Page #_____

_____

_____

_____ _____ 10. The HIV/AIDS infection rate in most Latin American countries is greater than ten people in 1000.

Page #_____

_____

_____



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# Mental Maps: Checking our Preconceptions
## Africa

Part A

Directions: Answer True or False. Fill in the column at the left (PRETEST) before looking at the *Atlas*. Then find evidence on one of the maps in the *Atlas* to indicate whether the statement is True or False. Write that answer in the second blank (ANSWER). Then list the page numbers you used. If the statement is False, rewrite it to make it accurate based on the information in the maps.

PRETEST _____ ANSWER _____

_____ _____ 1. The population of Africa will double in less than 50 years.

Page #_____

_____

_____

_____ _____ 2. More than ½ of Africa's population lives in cities.

Page #_____

_____

_____



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_____ _____ 3. Most African nations grow enough grain (cereals) to feed their people.

Page #_____

_____

_____

_____ _____ 4. In general, average income (purchasing power per person) in Africa is higher than in Latin America and Asia.

Page #_____

_____

_____

_____ _____ 5. There is a greater gap between the richest and poorest in many African countries than in most Asian countries.

Page #_____

_____

_____

_____ _____ 6. Over half the population of Africa is illiterate.

Page #_____

_____

_____



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_____ _____ 7. Average life expectancy in Africa is longer than in Latin America.

Page #_____

_____

_____

_____ _____ 8. Most people in Africa live in rural areas.

Page #_____

_____

_____

_____ _____ 9. Nairobi, Kenya is the most rapidly growing city in Africa.

Page #_____

_____

_____

_____ _____ 10. The HIV/AIDS infection rate in most African countries is greater than ten people in 1000.

Page #_____

_____

_____

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# Mental Maps: Checking our Preconceptions

Asia

Part A

Directions: Answer True or False. Fill in the column at the left (PRETEST) before looking at the *Atlas*. Then find evidence on one of the maps in the *Atlas* to indicate whether the statement is True or False. Write that answer in the second blank (ANSWER). Then list the page numbers you used. If the statement is False, rewrite it to make it accurate based on the information in the maps.

PRETEST _____ ANSWER _____

_____ _____ 1. The population of Asia will double in less than 50 years.

Page #_____

_____

_____

_____ _____ 2. More than ½ of Asia's population lives in cities.

Page #_____

_____

_____



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_____ _____ 3. Most Asian nations grow enough grain (cereals) to feed their people.

Page #_____

_____

_____

_____ _____ 4. In general, average income (purchasing power per person) in Asia is higher than in Latin America and Africa.

Page #_____

_____

_____

_____ _____ 5. There is a greater gap between the richest and poorest in many Asian countries than in most African countries.

Page #_____

_____

_____

_____ _____ 6. Over half the population of Asia is illiterate.

Page #_____

_____

_____

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_____ _____ 7. Average life expectancy in Asia is longer than in Latin America.

Page #_____

_____

_____

_____ _____ 8. Most people in Asia live in rural areas.

Page #_____

_____

_____

_____ _____ 9. Beijing, China is the most rapidly growing city in Asia.

Page #_____

_____

_____

_____ _____ 10. The HIV/AIDS infection rate in most Asia countries is greater than ten people in 1000.

Page #_____

_____

_____



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# Mental Maps: Checking our Preconceptions

Europe

Part A

Directions: Answer True or False. Fill in the column at the left (PRETEST) before looking at the *Atlas*. Then find evidence on one of the maps in the *Atlas* to indicate whether the statement is True or False. Write that answer in the second blank (ANSWER). Then list the page numbers you used. If the statement is False, rewrite it to make it accurate based on the information in the maps.

PRETEST _____ ANSWER _____

1. The population of Europe will double in less than 50 years.

Page #_____

_____

_____

PRETEST _____ ANSWER _____

2. More than ½ of Europe's population lives in cities.

Page #_____

_____

_____

PRETEST _____ ANSWER _____

3. Most European nations grow enough grain (cereals) to feed their people.

Page #_____

_____

_____

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_____ _____ 4. In general, average income (purchasing power per person) in Europe is higher than in Latin America and Africa.

Page #_____

_____ _____ 5. There is a greater gap between the richest and poorest in many European countries than in most African countries.

Page #_____

_____ _____ 6. Over half the population of Europe is illiterate.

Page #_____



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_____ _____ 7. Average life expectancy in Europe is longer than in Asia.

Page #_____

_____

_____

_____ _____ 8. Most people in Europe live in rural areas.

Page #_____

_____

_____

_____ _____ 9. London, England is the most rapidly growing city in Europe.

Page #_____

_____

_____

_____ _____ 10. The HIV/AIDS infection rate in most European countries is greater than ten people in 1000.

Page #_____

_____

_____

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# Mental Maps: Checking our Preconceptions
## The Middle East

Part A

Directions: Answer True or False. Fill in the column at the left (PRETEST) before looking at the *Atlas*. Then find evidence on one of the maps in the *Atlas* to indicate whether the statement is True or False. Write that answer in the second blank (ANSWER). Then list the page numbers you used. If the statement is False, rewrite it to make it accurate based on the information in the maps.

PRETEST _____ ANSWER _____

_____ _____ 1. The population of The Middle East will double in less than 50 years.

Page #_____

_____

_____

_____ _____ 2. More than ½ of The Middle East's population lives in cities.

Page #_____

_____

_____

_____ _____ 3. Most Middle Eastern nations grow enough grain (cereals) to feed their people.

Page #_____

_____

_____



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_____ _____ 4. In general, average income (purchasing power per person) in The Middle East is higher than in Europe and Asia.

Page #_____

_____

_____

_____ _____ 5. There is a greater gap between the richest and poorest in many Middle Eastern countries than in most European countries.

Page #_____

_____

_____

_____ _____ 6. Over half the population of The Middle East is illiterate.

Page #_____

_____

_____



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_____ _____ 7. Average life expectancy in The Middle East is longer than in Asia.

Page #_____

_____

_____

_____ _____ 8. Most people in The Middle East live in rural areas.

Page #_____

_____

_____

_____ _____ 9. Tehran, Iran is the most rapidly growing city in The Middle East.

Page #_____

_____

_____

_____ _____ 10. The HIV/AIDS infection rate in most Middle Eastern countries is greater than ten people in 1000.

Page #_____

_____

_____



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Part B: Standard of Living

Directions: Choose three nations in your region which seem to have the highest standard of living. Support your choices with specific data on these nations from at least three maps.

| Highest Standard of Living | Supporting Evidence from Maps (List facts and page #) |
|---|---|
| 1. _____ | _____ |
| | _____ |
| | _____ |
| 2. _____ | _____ |
| | _____ |
| | _____ |
| 3. _____ | _____ |
| | _____ |
| | _____ |

Directions: Choose three nations in your region which seem to have the lowest standard of living. Support your choices with specific data on these nations from at least three maps.

| Lowest Standard of Living | Supporting Evidence from Maps (List facts and page #) |
|---|---|
| 1. _____ | _____ |
| | _____ |
| | _____ |



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2._____ _____

_____

_____

3._____ _____

_____

_____

Explain what reasons you would give for the relative strengths and weaknesses of these nations. What do the richer ones have? What problems do the poorer ones have?



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Title:

**Development: Making the Grade**

Standards Addressed:

The processes, patterns, and functions of human settlement.

The changes that occur in the meaning, distribution, and importance of resources.

How to apply geography to interpret the present and plan for the future.

Geographic Themes Addressed:

-Place
-Region
-Human/Environment Interaction

Overview:

This activity explores some of the socioeconomic problems of development using the analogy of a report card. Students are asked to "grade" the performance of given nations based on specific criteria. In the debriefing part of the activity, there is a discussion of other factors which must be considered in a fair evaluation background, relative progress over a period of time, and socio/cultural/geographic factors which may influence progress. This activity has been written to look at South Asia, but can easily be adapted to any countries of particular interest.

Grade Level:

6-12

Time:

One class period (based on a 50 minute class)

Materials Needed:

Handout #4a, "South Asia: A Report Card"

Procedure:

1. Ask students to describe the basis on which they are graded in school. They will probably mention things like tests, homework, even whether or not the teacher likes them. Accept all answers and write then on the board. Then, in a second column, ask students to list ways in which they would "grade" the progress of a developing country. Ideas such as visiting the country and using statistics should come up. Ask which would be easiest to measure. Typical responses probably will be that visitors would get a very subjective impression, other leaders might be biased in their opinions, but statistics would be easiest to measure.

2. Distribute copies of Handout #4 and *The State of the World Atlas*. Tell students that they are going to have a chance to "test" and "grade" the nations of South Asia (or the particular nations you've chosen) based on six indicators of

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development. Review the directions on the handout. Give the students time to complete the report cards.

3. Review the data and grades on the students' charts. Make sure that they judged the data in the proper direction (e.g., high populations growth rates and high illiteracy rates are bad, while a high per capita purchasing power is good). Discuss reasons why some students graded lower than others. Did they judge South Asian countries in relation to the rest of the world, which would result in low scores for most of the nation of the region? Make as many analogies to the students' school experiences as possible (skill deficiencies handicapping progress, ability tracking, and problems in one area leading to problems in others). Issues will probably be raised that will lead naturally to those addressed in the debriefing on the handout.

4. Raise the whole issue of fairness, which is central to the debriefing. Then ask students to write down their ideas and share them. At this point, students should be raising more questions than can be answered by the *Atlas*. Encourage hypothesizing and, if possible, research in other sources.

**Possible Follow-ups:**

Look at established methods of evaluating development: the Human Development Index (HDI), the Gender Development Index (GDI). The World Bank provides numerous such Indexes which could be helpful. Check their web site at http://www.worldbank.org

Have students design a new way of evaluating the progress of developing nations.


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## Key to Handout #4a, "South Asia: A Report Card"

| | Countries | | | | | |
|---|---|---|---|---|---|---|
| Development Indicator: | India | Pakistan | Bangladesh | Sri Lanka | Nepal | Bhutan |
| Population Growth | 1-1.9% | 2-2.9% | 1-1.9% | 1-1.9% | 2-2.9% | N/A |
| % Living below Poverty Line | less than 20% | 34% | 48% | 22% | less than 20% | less than 20% |
| Illiteracy | 30.1-50% | 50.1-70% | 50.1-70% | 10.1-30% | over 70 | 50.1-70% |
| % of Under-weight 5-year olds | 53% | 38% | 56% | 38% | 27% | 38% |
| Adequate Water Supply | 66-99% | 66-99% | 66-99% | 33-65% | 33-65% | 33-65% |
| Life Expectancy | 55-64% | 55-64% | 45-54% | 65-74% | 55-64% | 45-54% |



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# South Asia: A Report Card

Directions: Complete the "report cards" that follow by filling in the data for each country under the column labeled "score". Then, rate each country by grading it A, B, C, D, or F for its current status with each development indicator. When you've graded each on the individual development indicators give each country a grade for overall development. The first one is done for you as a sample.

## Indicator #1: Population Growth

| | Score | Grade |
|---|---|---|
| Bangladesh | 1-1.9% | C |
| Bhutan | N/A | N/A |
| India | 1-1.9% | C |
| Nepal | 2-2.9% | D |
| Pakistan | 2-2.9% | D |
| Sri Lanka | 1-1.9% | C |

## Indicator #2: Percentage of Population Living Below the Poverty Line

| | Score | Grade |
|---|---|---|
| Bangladesh | | |
| Bhutan | | |
| India | | |
| Nepal | | |
| Pakistan | | |
| Sri Lanka | | |


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**Indicator #3: Illiteracy**

| | Score | Grade |
|---|---|---|
| Bangladesh | | |
| Bhutan | | |
| India | | |
| Nepal | | |
| Pakistan | | |
| Sri Lanka | | |

**Indicator #4: Percentage of Underweight 5-year-olds**

| | Score | Grade |
|---|---|---|
| Bangladesh | | |
| Bhutan | | |
| India | | |
| Nepal | | |
| Pakistan | | |
| Sri Lanka | | |

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Indicator #5: Adequate Water Supply

| | Score | Grade |
|---|---|---|
| Bangladesh | | |
| Bhutan | | |
| India | | |
| Nepal | | |
| Pakistan | | |
| Sri Lanka | | |

Indicator #6: Life Expectancy

| | Score | Grade |
|---|---|---|
| Bangladesh | | |
| Bhutan | | |
| India | | |
| Nepal | | |
| Pakistan | | |
| Sri Lanka | | |


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Overall Development Grade:

| | Grade |
|---|---|
| Bangladesh | |
| Bhutan | |
| India | |
| Nepal | |
| Pakistan | |
| Sri Lanka | |

Debriefing:

1. In order to grade these countries fairly, what information do you need to know other than the current information listed in the chart? (Is it fair to grade a student only on test scores at one point in time?) What else do you need to know about these countries? How would you find out the information you need?

2. Is it possible that you might change the grades you gave to each country if you had more information? Explain your answer.

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3. Keeping in mind that nations have unique characteristics (such as Nepal's topography or religious influence in Pakistan), how would knowledge of these factors affect your evaluation of their progress? Explain, using specific examples.

4. If you were advising the countries of South Asia on how to solve their various development problems, what would be your main points? (Remember that the governments have limited funds.)





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Title:

Is There Strength in Unity? A Look at Europe

Standards Addressed:

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

The physical and human characteristics of places.

The patterns and networks of economic interdependence on the earth's surface.

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Geographic Themes Addressed:

-Place
-Region
-Movement

Overview:

The European Union has progressed farther than any of the other free trade associations, which have become one of the trademarks of the 1990s. Its history and the current status of its member nations provide a good case study of the potential strengths and weaknesses of free trade zones. In this activity students gather evidence to support some general position statements about the nations of the European Union. As a research assignment, this activity would be suitable for a class that is learning how to do position papers, by giving them practice on a smaller scale in organizing evidence to support a particular position regarding economic/political unity. Because this activity requires some basic knowledge of European history and politics, it should not be used at the beginning of a unit, but after students have gained sufficient background. Each of the four statements included in the activity relates to one form of interconnection or conflict, either within the EU or between the nation of the EU and the rest of the world.

Grade Level:

9-12

Time:

One to Two class periods (based on a 50 minute class)

Materials Needed:

Handout #5, "Is There Strength in Unity? A Look at Europe"



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Procedure:

1. Review the current membership of the European Union. In August 1999, the following nations were included: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, and the United Kingdom. (Students will be asked to complete this information on Part A of their handout.) Check current sources to update this list, as a number of nations have membership pending. A good website for information on the European Union is: http://www.europa.eu.int/.

2. Using a wall map or statistics on the area in an almanac, demonstrate how small many of the nations of the European Union are in comparison to other world nations such as the United States and Russia. For example, France is smaller than the state of Texas, the United Kingdom is slightly smaller than Oregon, and Belgium is about the size of Maryland. Discuss why nations with such a small comparative size would want to unite economically and/or politically. Have students brainstorm a list of advantages of membership in the European Union to the individual nations and their citizens. Record these advantages on the board. You may wish to introduce a current background article here to update students on the structure and current issues within the EU. (A good resource is the magazine *The Economist*)

3. Ask student to consider the other side of unification – what are some of the potential conflicts which the fifteen nations of the European Union might experience if they tried to create one economic and political unit? List the potential conflicts next to the list of advantages on the board. As a preview of the positions they will take at the end of the lesson, ask each student to "vote" whether or not they think the advantages of union might out weigh the disadvantages. Some students may wish to qualify their position by saying something such as: economic union might be and advantage, but political union might cause too many conflicts.

4. Distribute copies of Handout #5, "Is There Strength in Unity? A Look at Europe." Ask students to identify which statements in Part B of the activity indicate interconnections, which indicate conflicts, and which might contain both. Encourage divergent opinions, but ask student to justify their opinions with examples of specific interconnections or conflicts.

5. Distribute copies of *The State of the World Atlas* to each student or pair of students. (It may be preferable to have student work in groups of four or five, each of which finds evidence for only one statement. This would depend on the time available and on the nature of the class.) Review the directions on Handout #5, asking student to gather as much evidence from the *Atlas* as they can find which would support or contradict each statement. They should make notes in the blank space provided below each statement, indicating from which maps


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they got their information. Remind them to be as complete and specific as possible, since they will be using their notes to write the assignment at the end of the activity.

6. Review the data collected. Discuss evidence, which supports and contradicts each statement. Also note which evidence is missing from the maps. Which sources(s) would probably be most helpful in finding the missing evidence?

7. Ask students to chose one (or more) of the statements and to write a paragraph summarizing the evidence supporting or contradicting the statement. Encourage the student to organize their information into a convincing argument. They may wish to add diagrams, tables, maps, or other visual aids to strengthen their arguments.

8. In the debriefing, return to the ides of the advantages and disadvantages of unity for each of the fifteen nations of the European Union. Ask students to predict, based on the idea that the *Atlas* is only a frame of reference for one point in time, what will happen to the strength of the EU in the next twenty-five years? Will other world regions form similar organizations? Can such a union only survive in a highly developed region? Have the members of the EU given up more than they have gained?

Ideas for extension of the activity:

Have students research a country currently applying for admission to the European Union. Using statistics from the *Atlas* ask them to prepare a presentation to the EU justifying their ability to contribute to and benefit from the union.

Using the *Atlas* ask student to identify other areas which would benefit from the formation of a similar economic/political union. Have them present their ideas for and justifications of a new union to the class.



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# Is There Strength in Unity? A Look at Europe

Part A:

List the nations currently belonging to the European Union.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Part B:

Directions: These four statements about the European Union all indicate a position. Using *The State of the World Atlas*, find evidence to support or contradict each of the statements. In the space provided, take notes on the evidence, listing the pages from which you got your information and marking each not "S" for supports or "C" for contradicts.

1. The nations of the European Union (EU) are a major power in world trade, manufacturing, and technology.



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2. The standard of living in the EU is the highest in the world.

3. The nations of the EU are vulnerable because they depend on the rest of the world for food and energy.

4. Environmental awareness is high in the EU, and there have been significant efforts to repair damage to the environment.

Part C:

Directions: Choose one of the statements above and decide if you wish to support or contradict the statement. Write a well-organized position paragraph using the data collected in Part B to present a convincing argument to back up your position. You may want to include diagrams, tables, or sketch maps to illustrate particular ideas.

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Title:

Diversity in the Islamic World

Standards Addressed:

How to analyze the spatial organization of people, places, and environments on earth's surface.

The physical and human characteristics of places.

That people create regions to interpret earth's complexity.

The characteristics, distribution, and complexity of earth's cultural mosaics.

The processes, patterns, and functions of human settlement.

Geographic Themes Addressed:

-Movement
-Region

Overview:

When students think of the Islamic World, many think only of Saudi Arabia and its neighbors. This activity helps to expand that image by emphasizing the scope and diversity of the region. Students are asked to check on the general validity of a set of statements and then to indicate examples of diversity. A more accurate and less monolithic image of the Islamic World should emerge.

Grade Level:

7-12

Time:

One to Two class periods (based on a 50 minute class)

Materials Needed:

Handout #6, "Diversity in the Islamic World"

Outline map of the World (If you do not have an outline map, free maps are available online at http://www.edu.com/ss/ssmaps

Procedure:

1. Ask student to describe what part of the world people who follow the religion of Islam inhabit. Encourage them to try to form a mental image of the boundaries of the Islamic World.

2. Distribute Handout #6, "Diversity in the Islamic World". Ask students to sketch on the world map their image of the size and location of the Islamic World. Have them briefly list some of the nations that are Islamic and the continents on which the religion of Islam is a major influence. Give them a few minutes to compare their sketches and to revise based on what they learn from other students. (In July, 1999 there were 54 nations which belonged to the OIC (Organization of Islamic Conference), including nations in Asia, Africa, and Europe.



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3. The new edition of *The State of the World Atlas* includes a religion map, only looking at government involvement in religion, so you may wish to consult other sources to complete the first part of this activity. Use the following list by putting it on the board or overhead if desired.

Nations with an Islamic Majority

Afghanistan
Albania
Algeria
Azerbaijan
Bahrain
Bangladesh
Bosnia-Herzegovina
Brunei
Chad
Comoros
Djibouti
Egypt
Gambia
Guinea
Indonesia
Iran
Iraq
Jordan
Kazakhstan
Kyrgistan
Kuwait
Lebanon
Libya
Malaysia
Maldives
Pakistan
Qatar
Saudi Arabia
Senegal
Somalia
Spanish Sahara
Sudan
Syria
Tajikistan
Tunisia
Turkey
Turkmenistan
United Arab Islamic
Republic
Uzbekistan
Yemen



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4. Have students use a light-colored pencil or highlighter to shade in the boundaries of the Islamic World on the world map. Remind them to add a key and to label some of the largest nations. Explain that the map just represents nations in which Islam is the state religion established by law or the majority of the people are Islamic. There are other nations, such as Spain, Nigeria, the Philippines, and the United States where there is considerable historical, cultural, and/or political influence from Islam.

5. Distribute copies of *The State of the World Atlas* and direct students to complete Part A using the maps in the *Atlas*. Check and discuss answers. On the population questions, bring out the idea that although many Westerners use the image of Saudi Arabia to represent Islam, it actually has a small population in comparison to other Islamic countries such as Indonesia and Pakistan.

6. The statements in Part B are intended to bring out some of the stereotypes and misconceptions of the Islamic World as well as to establish some general patterns. Review the direction for Parts B and C with students and remind them to use the Contents and Index to locate maps for each question.

7. Check answers to Parts B and C. Encourage discussion about general patterns and examples of diversity. Ask students if they see any subgroupings of countries within the Islamic World that have many of the same characteristics. Which criteria would they use to set up these subgroupings? (oil/non-oil; geographic Africa, Arabian peninsula, rest of Asia; agricultural/non-agricultural; racial or cultural)?

8. To debrief the activity, ask students to describe how their perceptions of the Islamic World have changed based on the information in the *Atlas*. Then have them make a list of question that this activity has raised in their minds, which might be answered through further study of the religion of Islam and the nations in which it is influential.



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# Diversity in the Islamic World

Part A:

1. On an outline map of the world, lightly sketch in the area that you think of as the Islamic World.

2. Use pages 74-75 to name the nations in which Islam is a state religion established by law.

3. Now look back at your sketch on the outline map. Using a different color or pencil, shade in the boundaries of the Islamic World, including all of the nations you listed above. Add a key to your map and label the major nations on the map. Describe the boundaries in two or three sentences below:

4. Which countries are most remote geographically from the religious center of Islam in Saudi Arabia?_____

   How do you suppose the religion of Islam spread to these remote regions?

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5. Refer to pages 14-15, "Population." Which countries in the Islamic World have the largest population? Be careful to read the map for population size rather than the growth rate.

_____

_____

_____

6. Name two countries in the region which have relatively small populations for their geographic size. (They appear smaller on the population map than on a regular map.)

_____ _____

Part B:

Use the maps of the *Atlas* to decide if each of the following statements is TRUE or FALSE. List the page number of the map you used as proof. Record evidence from the maps to support your answer, including exceptions to the general pattern.

TRUE or FALSE

_____1. Islamic nations rank among the world's top energy exporters.
Map page #_____

Proof: _____

_____

_____2. The population of most nations in the Islamic World is growing slowly. Map page #_____

Proof: _____

_____



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_____3. Most nations in the Islamic World are grain exporters.
Map page #_____

Proof: _____

_____

_____4. Most nations in the Islamic World are just beginning to develop manufacturing. Map page #_____

Proof: _____

_____

_____5. Few women in Islamic countries work outside the home.
Map page #_____

Proof: _____

_____

_____6. Saudi Arabia and the Persian Gulf states have the highest purchasing power per person in the Islamic World.
Map page #_____

Proof: _____

_____

_____7. The quality of life ratings in the Islamic nation are over 50 percent.
Map page #_____

Proof: _____

_____

_____8. Illiteracy rates in most Islamic nation are over 50 percent.
Map page #_____

Proof: _____

_____

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_____9. Illiteracy rates for men and women in most Islamic nation are about even. Map page #_____

Proof: _____

_____

_____10. Most Islamic governments are multi-party democracies. Map page #_____

Proof: _____

_____

Part C:

Give examples of diversity within the Islamic World for each of these factors: (Use the maps and the World Table)

Life Expectancy:

Urbanization:

Purchasing Power per Person:

Educational Level:



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Title:

**The African Connection: A Fair Deal?**

Standards Addressed:

How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

The patterns and networks of economic interdependence on earth's surface.

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

How physical systems affect human systems.

Geographic Themes Addressed:

-Place
-Region
-Human/Environment Interaction

Overview:

Although African countries have some of the least-developed economies, their products are, in many cases, irreplaceable within the industrialized West. This activity explores the "African Connection", the agricultural and mineral products which are the raw materials for some of the West's high technology. Students investigate a number of maps in the *Atlas* to put together a list of products from Africa. Then, by looking at African trade and financial relationships with industrialized countries, they raise questions about them.

Grade Level:

10-12

Time:

One to two class periods (based on a 50 minute class)

Materials Needed:

Handout #7, "The African Connection: A Fair Deal?"

Geography text, desk atlas, or almanac (for research on minerals)

Procedure:

1. Distribute copies of *The State of the World Atlas* and Handout #7, "The African Connection." This activity may be done in two parts. Questions #1-5 are the basic information on production of food and other resources in Africa, and Questions #6-13 explore the nature of the trade relationships between Africa and the industrialized countries and transnational corporations.

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# The African Connection: A Fair Deal

Directions: Answer all question based on the maps in *The State of the World Atlas* and an additional source to locate lists of mineral resources in Africa.

Use the information on pages 94-95 to answer Questions 1-3.

1. Do most of the countries of Africa produce enough grain to feed their people? Give specific evidence to support your answer.

2. Which two African countries produce more grain (cereals) than they consume?

3. Which six countries are the world's largest exporters of grain (cereals) and probably are the sources of most food sold to Africa?

4. According to pages 18-19, which African countries have the lease food calories available per capita (below 80 of need)?

5. Use another source, such as an almanac or geography text, to locate information of Africa's mineral resources and other raw materials which they export. Make a list of the resources below:



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6. How does Africa as a whole compare in its share of world trade to Japan? (pages 30-31)

7. What is happening to the regional share of world exports held by African countries; is it rising or falling? Be specific.

8. How does Africa as a whole compare to Japan in total national income? (pages 28-29)

9. What do you think would African countries need in order to develop their own industries?

10. What evidence on the maps in the *Atlas* indicated that it would be difficult for African countries to get these things? (Hint: Think of skills as well as capital (money) to invest in industry). List facts from the maps, including the number of the maps from which you got your information.

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11. In what ways can large transnational corporations and governments of industrialized countries prevent new industries of developing countries such as those in Africa from expanding to other parts of the world?

12. How might raw material producers in developing countries "fight back"?

13. Do you think that the economies of developing countries such as those in Africa will continue to be dependent on the rich industrialized countries? Why or why not? (Is a state of dependence fair to Africa?)



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Title:

Global Human Rights and Wrongs

Standards Addressed:

How to apply geography to interpret the present and plan for the future.

Geographic Themes Addressed:

-Place

Overview:

A number of the maps in *The State of the World Atlas* are related to the basic issue of human rights. According to the "Universal Declaration of Human Rights", issued by the United Nations, human rights include not only the political rights which we think of and which are included in the United States Bill of Rights, but also economic and social rights such as the right to a job, clean water, and freedom from abuse. This activity uses the maps in the *Atlas* as a jumping-off point, and encourages students to ask questions which lead to research in other sources.

Grade Level:

6-12

Time:

One class period (based on a 50 minute class)

Materials Needed:

Handout #8, "Global Human Rights and Wrongs"

Procedure:

1. Ask the class to brainstorm all the rights which they consider basic human rights. Ask each student to choose the ones which he/she considers the five most important on a global basis. Discuss some of the violations of these rights with which the students are familiar, either in the United States or in other countries.

2. Distribute copies of the *Atlas* and Handout #8, "Global Human Rights and wrongs." Ask each student to check the *Atlas* to see if there are maps which relate to each of the five human rights he/she identifies as most important. Encourage them to use the Contents and Index to locate relevant maps. If any of the rights identified are not represented, they need to choose another. Ask students to record the five human rights they chose on the blanks on Handout #8. Review the directions for Part A and Part B. Encourage students to use a variety of maps to find information.

3. Discuss student answers, grouping them by specific human right or world area. Try to establish connections such as between a low educational level and labor exploitation. Encourage students to hypothesize about actual situation in particular areas and possible causes of human rights abuses. Depending on the

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students' level of sophistication, they might link specific abuses to structural characteristics of the society in which they occur.

4. Make a list of student question from Part B of the handout. These may be question raised by one map which could be answered by looking at other maps in the *Atlas*, or they could necessitate going to other sources. Take time to discuss with students what kinds of information they could obtain from each type of source (e.g., personal interviews, newspaper articles, government documents, church publications, Amnesty International, labor unions, UN agencies).

5. Follow through by assigning one human right, victim of abuse, or research question to each student and having them prepare a report using other sources. They could include maps based on *The State of the World Atlas* format in their reports.


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# Global Human Rights and Wrongs

Part A

Directions: On the chart below, list the five human rights which you consider most important on a global basis. For each right, find at least one map in *The State of the World Atlas* which offers information on the degree to which that right is available to people in different regions of the world. List the map numbers(s) and name(s) from which you get your information. Record at least three significant facts which you learned from the map (extremes, surprising facts, comparisons, patterns).

GLOBAL HUMAN RIGHTS

| Human Right | Maps | Evidence |
|---|---|---|
| 1. _____ | _____ | _____ |
| | | _____ |
| | | _____ |
| 2. _____ | _____ | _____ |
| | | _____ |
| | | _____ |
| 3. _____ | _____ | _____ |
| | | _____ |
| | | _____ |
| 4. _____ | _____ | _____ |
| | | _____ |
| | | _____ |

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5. _____ _____ _____

_____

_____

Part B: Questions

From you inspection of the maps in the *Atlas*, there must be things that you are curious about which are not answered by the data presented. In the space below, write at least five questions about human rights related to the maps in this *Atlas*. Make your question specific and try to phrase them as "how" of "why" question. Look for reasons, connections, and patterns.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____



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Title:

Crimes Against Humanity

Standards Addressed:

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Geographic Themes Addressed:

-Place

Overview:

Approaching human rights from a different perspective than Activity #8, "Global Human Rights and Wrongs", this activity gives students the opportunity to examine what they feel are the most basic human rights and how these rights are preserved or infringed upon throughout the world. Student in turn find the most serious of the human rights abusers and present their findings to a mock UN Council for Human Rights. (For a more in-depth approach to human rights you may want to use Activity #10, Human Rights on Trial).

Grade Level:

6-12

Time:

Two class periods - based on a 50 minute class (plus time for the presentations of speeches)

Materials Needed:

Handout #9, "Crimes Against Humanity" (copy and hand out Parts A and B separately)

Procedure:

1. Discuss what students feel are rights that they have in school. Expand this discussion to rights as citizen of the United States. Finally, ask students what they feel their rights are as citizens of the world. You may wish to introduce or review "The Universal Declaration of Human Rights", issued by the United Nations and discuss with students which of these rights seem to be the most important.

2. Distribute copies of Handout #9A and *The State of the World Atlas.* Review the directions and allow students time to work.

3. When students have finished collecting evidence, they may begin working on their speeches (Part B). The length of the speech or the depth of information necessary may be adjusted based upon your own objectives and time constraints. (You may also wish to have students gather and present their evidence as a group).

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4. Allow students to present their information to the class. Be sure that they present evidence against the country as well as recommendations to correct the actions.

5. Discuss the rights governments have to intervene in the policies/practices of other governments when human rights are at stake. What actions can be justified? Are there cases that students can recall in which the intervening actions were as abusive to human rights as the actions they were working to correct?



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# Crimes Against Humanity

Part A:

1. List what you feel are the five most basic human rights.

_____

_____

_____

_____

_____

2. Using *The State of the World Atlas*, locate a country that is most in violation of these rights (record your evidence against this country for use later).

3. What are some steps that could be taken to correct the human rights abuses in this country?

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# Crimes Against Humanity

Part B:

As an expert in the human rights' abuses of the country you've chosen, the United Nations has asked you to prepare a speech to deliver during a "Crimes Against Humanity" hearing. In addition to hearing the evidence you've gathered, they would also like you to present your recommendations toward the corrections of the human rights' abuses.



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Title:

Human Rights on Trial

Standards Addressed:

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Geographic Themes Addressed:

-Place

Overview:

This activity, more in-depth than Activity #9 "Crimes Against Humanity", uses a case study approach in which students write an indictment of a nation for violation of human rights. Students can refer directly to international law, including "The Universal Declaration of Human Rights", for specific violations. The format can be adapted to preparation for a Model UN conference or for a model international human rights conference such as the one held in Helsinki.

Grade Level:

9-12

Time:

Two to Three class periods (based on a 50 minute class) plus time for individual research.

Materials Needed:

Handout #10, "Human Rights on Trial"

Resources for independent research on human rights

Procedure:

1. List the following human rights situations on the board. Ask the students, in small groups, to decide whether they feel personal responsibility to the people involved in one or more of the situations (examples from current events may be substituted for any or all of the following).

A. Students protesting for democracy in China become political prisoners in the Chinese "gulag".
B. A study has indicated that racial minorities are more likely to receive the death penalty in the United States.
C. Journalists covering a civil war in Africa are arrested by the government, which claims that the journalists were helping the rebels.
D. Girls in Bangladesh are much less likely to get a secondary education than their brothers.
E. Rug exporters in Afghanistan use child labor who are paid the equivalent of pennies per day to weave rugs that are sold for hundreds of dollars.
F. Native Americans have been discouraged from teaching their children their native language.

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2. Ask each group to report to the class on its conclusions. In which situations did the students feel personal responsibility? Why? Which situations (if any) did they feel were beyond the sphere of their own responsibility? Why? Encourage discussion and debate on the question of whether or not we bear responsibility for abuses that are far removed from us in distance or experience. Do we have a responsibility to find out about human rights abuses, or is it better not to know?

3. Explain that under international law, it is now possible to prosecute human rights violators, including governments and individuals. There are also other pressures which we can use to make human rights violators in another country take notice such as boycotts, letter-writing campaigns, etc. (If the students are not familiar with "The Universal Declarations of Human Rights" and the International Court of Justice in The Hague, refer them to materials on the UN in your media center or local library, or to the following web sites:
http://www.unhchr.ch/udhr/index.htm
http://www.icj-cij.org/

4. Preview the activity by explaining that students will be developing indictments against one country in the world that they think has committed serious violations of human rights. Ask them to list countries which have been accused of human rights violations. Record the names of all countries mentioned by the student on the board. Ask others to make comments on the list. Are there any reasons why a particular region may have more or fewer human rights violations? Is our definition of a human rights violation sometimes culturally biased? Ask the students where they got their information about human rights violations and if they trust the sources? Then ask if some of the countries on the list have made recent progress in dealing with human rights. Remind the students that some of our information may be outdated as change may occur very quickly when they involve human rights (unfortunately, sometimes not quickly enough).

5. Distribute Handout #10. Students may choose one country for which there is sufficient information in the *Atlas*. Their first step will be to gather information from *The State of the World Atlas* on human rights in that country. Remind students to think of economic and social rights as well as political rights and to note the page numbers of the maps from which they collect their information.

6. Allow student time to do further research on their countries using sources such as Amnesty International country reports and articles in newspapers and magazines. Website for Amnesty International: http://www.amnesty.org

7. Review with the student the style and format of a prosecutor's indictment. Each student will then prepare a brief argument for the prosecution against the country which he/she studied. The indictment should included specific charges of human rights violations, supporting evidence and statistics, and a plan for a course of action that could be taken by the United States government or an



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international agency. (The course of action may be as extreme as extradition or legal sanction or it may be a boycott, embargo, or letter writing campaign.)

8. Students may present their arguments for the prosecution as well as their recommendations for action to be taken to remedy the situation in front of a "grand jury" or the International Court of Justice, which may vote whether or not to indict the country. Students should be encouraged to include charts, photos, witnesses, or any other features of a courtroom presentation. You may decide to have students just complete a written indictment and have the jury decide the cases based upon the written evidence presented to them if your are pressed for time.

Debriefing:

These questions are intended to deepen the level of the student's understanding:

- Is there an acceptable level of human rights violations before the international community should become concerned and/or involved? Why or why not?
- What factors should a country and/or an international organization consider in determining a course of action against human rights violations? Should our government avoid interfering in human rights issues in nations which support our policies or from which we get valuable resources?
- Is any action, even direct military involvement, justified in order to stem human rights violations on the part of a nation?



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# Human Rights on Trial

Part A – Gathering the Evidence

A number of countries have been accused of serious violation of human rights. Some of these include Russia, China Guatemala, El Salvador, Chile, Cuba, Egypt, the Philippines, South Africa, Israel, India, Haiti, and even the United States. Using *The State of the World Atlas*, find evidence of human rights violations in a country of your choice. Remember to think of economic, political, and social rights. After you have found all the information you can in the *Atlas*, consult other sources in your media center, local library or on the Internet.

COUNTRY TO BE INDICTED: _____

Record your evidence, listing the source (map or other resource) for each piece of evidence. (It is extremely important for you to list the source because it may be challenged when you are presenting your indictment).

EVIDENCE (use additional paper if necessary):



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Part B – Preparing the Indictment

Present your argument in the form of a prosecutor's indictment. Select only your strongest evidence. Include specific charges, supporting evidence, and a plan for action by the United States government or an international agency. The class, acting as a grand jury or the International Court of Justice will vote on whether or not to indict your country based upon your indictment.



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Title:

**Workers of the World**

Standards Addressed:

The patterns and networks of economic interdependence on earth's surface.

The processes, patterns, and functions of human settlement.

Geographic Themes Addressed:

- Region
- Human/Environment Interaction

Overview:

The work situation found throughout the world provides an excellent illustration of a number of concepts/issues that have global ramifications: changing family structure due to more women entering the work force; child labor; the global consumer marketplace; environmental regulation in neighboring countries; cross-cultural awareness; and the consequences of unemployment on people's lives. Economic developments such as the formation of The North American Free Trade Agreement (NAFTA) or the European Union (EU) have made more citizens take notice of the global labor situation. Through this activity, students will gain an understanding of how they are linked to workers in other world regions.

Grade Level:

9-12

Time:

Two to Three class periods (based on a 50 minute class)

Materials Needed:

Handout #11, "Workers of the World"

Procedure:

1. As a warm-up exercise, ask the class the following questions:

- What are your perceptions and definition of work?
- What are some of the major categories of work (agricultural, service, industrial)?
- What are some of the major changes in work patterns in recent years?
- What are some of the common problems faced by workers throughout the world (inflation, unemployment, safety)?

2. Distribute copies of the *Atlas* and Handout #11. Students can complete the handout individually or in pairs. Review the direction for Part A and give student time to complete it. Discuss their answers, emphasizing the concept of movement (labor in an industrialized society becomes much more mobile than in most agricultural societies affecting the social cohesion of many developing countries). For example, in Africa, many men work in the city, leaving their wives and children in the villages to tend the farms. Urbanization and the movement of workers have even affected the spread of diseases such as AIDS in developing countries.



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3. Review the directions for Part B. Make sure that student understand the meaning of a correlation (two or more factors tend to be related, but that they do not necessarily imply a relationship). After the students have completed the section, discuss their answers. Reinforce the theme that workers are no longer isolated within their own country, but are affected by what happens outside their borders. The European Union, as an example, now has much more free movement of labor within its member states, a situation that NAFTA envisions later in its development.

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# Workers of the World

Part A – Urbanization

Directions: Answer all questions in this section by using the maps in *The State of the World Atlas*. Record specific evidence and examples.

1. Page 90-91 in the *Atlas* illustrates a major phenomenon taking place in many developing countries – vast numbers of people moving from the countryside to urban centers, for example, Mexico City.

List the cities of Asia, Africa, and Latin America which are in the list of the world's 21st Century megacities. See chart on page 90.

_____

_____

_____

2. Read the sidebar on page 90. The world's population is shifting to cities. In 1980 under _____ percent of the world's population lived in cities. In 2000, the number reached _____ percent and by 2020, the number will reach _____ percent.

3. Find four possible reasons for this migration to the cities. Record the map pages and specific facts to back up your answers.

_____

_____

_____

_____



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4. Partly because of the massive migration to the cities of the developing world, the position of workers in the urban areas has deteriorated. Using specific maps, list and describe several problems faced by labor in developing nations. Include map pages and specific facts.

Part B – Correlation

Directions: For each of the following statements look for evidence to see if there is a correlation (relationship) between the factors stated. Remember that "correlation is not causation"; in other words, two factors can tend to appear together without necessarily meaning that one causes the other.

1. Refer to pages 42-43. Is there any correlation between the percentages of the work force engaged in agriculture, industry, and service and the national income of a country (pages 28-29)? Explain your answer using specific examples from the maps.

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2. Refer to pages 44-45. Is there any correlation between cultural attitudes (religious, social norms) and women as workers? Use information on the map and your own background knowledge. Give specific examples. (Another map that would be useful for this question is on pages 74-75.)

3. What do you see as the most urgent problems facing the workers of the world? If you were a delegate to a conference sponsored by the International Labor Organization, what agenda items would you suggest that would be of concern to all workers?



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Title:

**Rich Nation, Poor Nation**

Standards Addressed:

The characteristics, distribution, and migration of human populations on earth's surface

Geographic Themes Addressed:

-Movement
-Place

Overview:

According to the World Bank, by the year 2015, it is estimated that nearly one-third of the world's population will be living in poverty. This gulf between "rich" and "poor: nations has been described as a competition between the "haves" and the "have-nots" and as the "North/South" dichotomy. Through this activity student will see the importance of such a dichotomy in an interdependent world. They will study conditions in the "poor nations" to realize the basic needs that are not met. Student will examine the consequences and tensions resulting from this situation and evaluate alternative responses on the part of the "rich" nations.

Grade Level:

9-12

Time:

Two to Three class periods (based on a 50 minute class)

Materials Needed:

Handout #12, "Rich Nations, Poor Nations"

Procedure:

1. For a warm-up activity, ask students for their perceptions of developing countries. Ask them to speculate on how we are perceived by people in developing countries. Put these perceptions on the board to facilitate discussion. Suggested topics on which perceptions differ:

- cultural influences (entertainment, fashion, etc.)
- freedom
- ideas of progress
- role of technology
- size and role of the family
- values/attitudes
- work ethic

To follow up on this exercise, ask students how they might check on the accuracy of their perceptions.



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2. Review the directions for Handout #12. Allow time for students to locate the answers in the *Atlas*.

3. Check and discuss students answers, challenging them to give proof that the gap between rich and poor nations is (or is not) actually widening. What about the countries which seem to be "making it"? What do they have that the others do not? (Review the concept of basic needs in developing countries: food, clean water, education, job, medical care.) To follow this up, discuss what happens when these needs are denied. What attitudes and social/political problems might result?

4. As a class, discuss the major consequences of the rich ration/poor nation gap on global economics and politics. Some items brought up might include:

- allocation of food
- environmental damage
- foreign aid
- military conflict
- payment (or nonpayment) of debts
- population
- refugee problems

5. Discuss the moral question associated with this gulf, referring to question #6 on the handout, which lists 20 countries that give a greater percentage of their GNP to development aid than does the United States. To what degree is the pattern of consumption in rich societies such as the United States, Canada, and Western Europe a factor? What responsibilities (if any) should a rich nations take to help correct the situation? (A possible discussion starter is to use the lifeboat analogy. There is only so much food and money to be distributed on a global basis. Those countries who can do something with it receive aid; those who would not use it effectively receive less or no aid. Debate whether or not this is a fair solution).



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# Rich Nations, Poor Nations

Directions: Answer all questions by using *The State of the World Atlas* and your general knowledge.

1. Identify five maps in the *Atlas* which illustrate the "gap in power" between rich and poor nation. Use the page number and name and list examples of a gap between rich and poor nations shown on the map.

| Map Name and Page # | Examples of Gap |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

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2. Identify four economic and political reasons why a gap exists between the rich and poor nations. Refer to specific maps in the *Atlas* and give examples.

| Map Name and Page # | Examples of Gap |
|---|---|
| | |
| | |
| | |
| | |

3. List four maps in the *Atlas* which give information about the basic needs denied to many people living in poor developing nations.

| Map Name and Page # | Examples of Gap |
|---|---|
| | |
| | |
| | |
| | |



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4. Name several countries which are difficult to classify as either rich or poor because their economy and quality of life place them in the middle.

_____ _____

_____ _____

What characteristics do these countries seem to have that have helped them to develop?

_____

_____

5. Examine the maps in the *Atlas* for evidence to indicate whether or not the gap between the rich nations and the poor nations is getting greater or smaller. State your position and present your evidence. If you feel that there is insufficient evidence, which questions would you ask and which kinds of sources would you consult?

_____

_____

_____

_____

6. Refer to the list of countries in the chart of official development assistance on page 37. List the countries which give a higher percentage of their gross national product for development aid than does the United States. (20 countries) (Note that these figures exclude private aid through non-governmental organizations.)

_____

_____

_____



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Title:

**Refugees: People on the Run**

Standards Addressed:

The characteristics, distribution, and migration of human populations on earth's surface

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Geographic Themes Addressed:

-Movement

Overview:

In 1997 it was estimated that there were over 35 million people in the world who were refugees, having fled their homes in fear for their lives. This number is larger than the population of many nations in the world. This figure does not include "economic refugees," people who have fled from an area where they cannot make a living. Citizens of the recipient nations, such as Germany, the United States, Canada, and Pakistan, have become aware of the issue because of the increase in numbers. In this activity students will gain and understanding of a problem which, because of its scale and human dimension, demands more attention.

Grade Level:

9-12

Time:

Two to Three class periods (based on a 50 minute class)

Materials Needed:

Handout #13, "Refugees, People on the Run"

Procedure:

1. As a warm-up exercise, ask the class to discuss their perceptions of what a refugee is. Have them describe what it might be like to be a refugee, deprived of basic needs and rights. Discuss possible misconceptions of refugees (the images of refugees fleeing from Kosovo while speaking on the cellular phones changed the economic perception that many people had of refugees.) Make sure that they are aware of the official UN definition of a refugee, someone who has fled his/her country because of a "well-founded fear of persecution." The Map Commentary on page 130 of the *Atlas* uses a broader definition, which includes internal refugees.

2. If possible, invite a speaker who came to this country as a refugee to share his/her experiences with the class. Another possibility would be to invite a representative of an organization in your community that assists refugees coming into our society.



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3. Distribute copies of the *Atlas* and Handout #13, "Refugees: People on the Run." Refer students to the map on pages. 62-63. Ask them to comment on the scale of the refugee problem. What strikes them most when they look over the maps and charts? Have the student identify the geopolitical areas which currently generate most of the refugees. Discuss the similarities and differences in the situations faced by refugees who have fled their country and those who are "internally displaced," or refugees within their own country.

4. Direct student to use pages 62-63 and other appropriate maps in the *Atlas* to find reasons, within specific geopolitical areas, for the flight of these people from their homes. They should list those reasons on the handout, indicating the map from which they got the information.

5. Review the directions to question 6, emphasizing that in this part of the activity they are looking at the effects of the refugee situation on a region and/or on a global level. Because of urbanization and the large number of people in squatter settlements in many countries with refugees, there has also been an environmental impact. If students have difficulty finding answers to this question, direct them to the Middle East, where the impact of the Palestinian refugees is clear. Allow time for the students to complete this question and then discuss their answers, noting the different conclusions or perceptions that the student made based on the same information.

6. As a class, discuss what measure could be taken to help correct the plight of the refugees. Point out that some groups of refugees, such as the Palestinians in Israel, have been in the condition for many years. Include some of the following questions:

- What kind of refugee assistance is most helpful?
- Should wealthier nations, not directly affected, help? To what extent?
- Should there be international pressure on some nations to accept more refugees?
- What responsibility, if any, falls on the government whose people are fleeing and what can be done to enforce this responsibility?
- Why is it that in many cases people react only when the situation becomes a crisis?



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# Refugees: People on the Run

Directions: Answer all questions below using the maps in *The State of the World Atlas.*

1. Refer to the maps on pages 62-63. According to this source, what was the total number of refugees in the world in 1997? _____ Million

2. What has happened to the number of refugees since 1980? (be specific)

   _____

   _____

3. Which countries or geopolitical areas have produced the greatest number of refugees?

   _____

4. What information about refugees is left out of this map? (see map commentary on page 130)

   _____

   _____

5. Using the information from pages 62-63 and other maps in the *Atlas*, find reasons why there is a refugee problem in particular countries and areas. Look for political, economic, social and environmental reasons. Write your answers on the chart, including page number, name of the map, and specific evidence.

Reasons for the Refugee Problem

Political Reasons: _____ Page #: _____ Map Name: _____
Evidence:

_____

_____

_____



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Economic Reasons: Page #: Map Name:
Evidence:

Social Reasons: Page #: Map Name:
Evidence:

Environmental Reasons: Page #: Map Name:
Evidence:

6. The refugee problem has not just affected the home country. Surrounding countries and even countries on the other side of the glove have been impacted as well. Use the inset map on pages 62-63 and other maps in the *Atlas* to find ways in which the refugees have affected specific regions and/or global systems.

Regional Level: Page #: Map Name: Evidence of Impact:
(specify region)

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| Global Level: | Page #: | Map Name: | Evidence of Impact: |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

7. What are some current world situations which could have an effect on the status of the world's refugees?



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Title:

**Power Play!**

Standards Addressed:

The patterns and networks of economic interdependence on earth's surface.

How the forces of cooperation and conflict among people influence the division and control of earth's surface.

Geographic Themes Addressed:

-Location

-Human/Environment Interaction

Overview:

One way of viewing relations between nations is as a complex set of power struggles, with power being expressed in a variety of forms, including military, economic, political and through the control of resources. In this activity, students use a current world event to explore the concept of power on a global scale, analyze the relative power of a particular country, and plan a suitable course of action for that country in a simulated reaction to a world crisis. Students will select a current trouble spot area and plan a reaction to a hypothetical crisis in the area such as a border conflict, a trade war, a terrorist attack, or a civil war, etc.

Grade Level:

9-12

Time:

Two to four class periods (based on a 50 minute class)

Materials Needed:

Handout #14, "Power Play!" (Copy parts A and B on separate sheets)

Resources for analyses of individual nation (almanacs, Internet, etc.)

Newspaper or News Magazine

Procedure:

1. As a class students should discuss current world events that could in time develop into a potential world crisis. (A possible preparation assignment for this activity is to have students bring in current event articles relating to potential trouble spots). Remind students that sometimes a single action (i.e. the assassination of Archduke Francis Ferdinand in 1914) can set off a struggle to gain or maintain power. After an event has been decided upon, work together as a class to develop a plausible crisis simulation. Assign one student to record the facts of the simulation on the board or poster paper for the class to refer to as the simulation progresses.

2. Brainstorm with the class, as a large group, all the forms of power available to nations on a global basis. Make sure that the concept is interpreted in the

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broadest sense, and that forms of power such as food power, financial power, and technological power are included.

3. Distribute Handout #14A, "Power Profile." Keeping the decided upon crisis in mind, assign each student or small group of students a country or region. When assigning countries you should make sure that most of the major world powers such as China, Russia, Japan, and Germany are assigned. Consider assigning a mixture of small countries (Laos, Niger, etc.) and Medium powers (India, South Africa, Brazil, etc.) to ensure a diversity of response strategies. Another consideration in assigning countries is whether the crisis the class has chosen will have regional or global implications. It is possible that a country would not be affected by a crisis or have any role to play at all if it is not in that region. It would help students to better understand the implications of the crisis if the affected region is well represented in the assigned countries.

4. Using *The State of the World Atlas* as well as other suitable resources, have them construct a "power profile" of that country or region. You may wish to add other forms of power to the profile based on class discussion in Step 1.

5. Point out that the information in the *Atlas* represents a point in time and does not, in many cases, indicate potential power. Encourage student to hypothesize about potential forms of power available to their nation or region. They may find answers in other sources, but indicate that for the purposes of this activity they should be creative and try to project global as well as regional power trends.

6. After students have completed their power profiles, distribute copies of Handout #14B, "A Simulated World Crisis."

7. Tell students that they have two tasks in the simulations: (a) to decide on their country's interests in the crisis and which of its powers would be affected, and (b) to plan the necessary strategy that will protect and enhance their own power. Depending on students familiarity with history and power politics you might want to provide suggestions that would include possible strategies of forming alliances, using economic strategies, isolationism, military action, or working within the structure of an international or regional organization.

8. After the strategies have been planned, ask each of the resulting groups of nations to report to the rest of the group on their plan of action. Decide through discussion what the outcome of the crisis would be based on the actions of each national strategy.

9. Debriefing questions should include the following points:


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- What forms of power seemed most effective?
- Which seemed most irresponsible?
- What role did ethics or morality play?
- On what basis were strategies made?
- Which forms of power will likely become more effective in the next fifty years? Less effective?
- Is there power in numbers, or can one or two nation continue to control the centers of power in the world?
- What are the alternatives, if any, to global power struggles?



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# Power Play!
## Power Profile

Choose one nation to study. Using the maps in *The State of the World Atlas*, evaluate the forms of power available to that nation. Rate your nation on the scale below for each form of power. Shade in the horizontal bars to represent the strength of your nation relative to the rest of the world's nations. For example, a nation that has to import much of its food would be Weak or Low for that form of power. By examining a nation's Power Profile, you can see its strengths and weaknesses and plan a course of action which will maximize its strengths.

POWER PROFILE

Name of Nation: _____

| Form of Power: | Weak | Low | Average | High |
|---|---|---|---|---|
| Energy Power: | | | | |
| Financial Power: | | | | |
| Food Power: | | | | |
| Industrial Power: | | | | |
| Military Power: | | | | |
| National Income: | | | | |
| Product Power: | | | | |
| Science Power: | | | | |
| _____ Power: | | | | |
| _____ Power: | | | | |



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# Power Play!
## A Simulated World Crisis

Directions: Based upon the crisis developed in class, decide how your nation can most effectively use the forms of power available to it during the crisis. Remember that states generally act to maintain or enhance their power.

Describe your country's interest in the crisis and which of its powers would be affected below:

Interests:

Powers:

Describe your country's strategy and the benefits to be gained from this plan:

Strategy: Possible Benefit:

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Title:

**And the Winner is…**

Standards Addressed:

The characteristics and spatial distribution of ecosystems on earth's surface.

How human actions modify the physical environment.

Geographic Themes Addressed:

-Human/Environment Interaction

Overview:

This activity allows students to look at the environmental impact of humans from a positive perspective. Students will be asked to determine the criteria for the presentation of an environmental award. Based upon the criteria, they then use *The State of the World Atlas* to determine the county most deserving of the coveted prize.

Grade Level:

6-12

Time:

One to Two class periods (based upon a 50 minute class)

Materials Needed:

Handout #15, "And the Winner is…"

Procedure:

1. Ask students what they feel are the most pressing environmental issues facing the world today. List their responses on the board. Discuss whether they feel the environmental state of the world is improving or growing worse. What steps do they see being taken to improve the world they live in?

2. Distribute copies of Handout #15 and copies of the *Atlas*. Explain that students will be determining the criteria for the presentation of an environmental award to a country. These criteria may be based upon the brainstorming on the board, or their own ideas. They will then use the maps in the *Atlas* to find three countries which best meet all of these criteria (some of their topics may not be addressed in the *Atlas*, in this case students may choose an alternative criterion or seek out an additional source as a resource.)

3. Allow students time to complete the handout. Discuss the differences in criteria among students. What accounts for these differences? Determine how individual students decided to rate the environmental effectiveness of their nominees to choose a winner.



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# And the Winner is…

Directions: You have been chosen to be on the nominating committee for a new environmental award. Determine the criteria for the award and then complete the necessary research in *The State of the World Atlas* to determine a winner.

1. List what you believe are the 5 most important environmental concerns in the world today, and the maps in *The State of the World Atlas* which give information about these concerns.

   Concern: _____ Page#: _____

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Now it is your job to see which countries are making the best progress toward environmental conservation and qualify as nominees for the environmental award. Use *The State of the World Atlas* to determine the three "best" countries for each of the five environmental concerns.

   Concern #1: _____
   Nominated countries:

   a. _____

   b. _____

   c. _____

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Concern #2: _____
Nominated countries:

a. _____

b. _____

c. _____

Concern #3: _____
Nominated countries:

a. _____

b. _____

c. _____

Concern #4: _____
Nominated countries:

a. _____

b. _____

c. _____

Concern #5: _____
Nominated countries:

a. _____

b. _____

c. _____


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3. Use the evidence you have gathered to choose the country most worthy of receiving this coveted environmental award. Your choice must be explained in a letter to the Environmental Award Committee. Be sure to cite specific evidence that led you to this decision. You must be convincing, the committee has very high standards for its award recipients.

Dear Environmental Award Committee,

After careful consideration I have chosen_____

to receive this year's environmental award. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

Environmental Award Researcher

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Title:

Where Did All the Money Go?

Standards Addressed:

The patterns and networks of economic interdependence on earth's surface.

Geographic Themes Addressed:

-Place

Overview:

Debt is a subject to which your students are constantly exposed to whether through instances of their own personal spending or a story on the evening news. However students are not always familiar with the situations that lead a country (or themselves) into debt. This activity gives them the opportunity to use *The State of the World Atlas* to determine which countries have the most serious debt and to look for possible causes of this debt.

Grade Level:

9-12

Time:

One class period or less (based on a 50 minute class period)

Materials Needed:

Handout #16, "Where Did All the Money Go?"

Procedure:

1. Ask students on what kinds of things they spend money. What do they do when they don't have enough money for all of the things they want to buy? Do they need to decide between things they want and things they need? How do they come to that decision? Compare their personal money situation to that of a country. If a country does not have enough income to buy everything it needs, what are its options?

2. Distribute Handout #16 and copies of *The State of the World Atlas*. Review directions with students and remind them that they are looking for possible causes of debt in countries with the highest debt as shown on pages 36-37.

3. Allow students time to complete the handout. Discuss the causes that they determined for each of the five countries. Ask students in what ways the information they gathered could paint an incorrect picture of the economic status of the countries in question. Discuss possible ways for these countries to alleviate their debt. Do students notice any similarities between these countries? Do those similarities seem to be consistent with the causes of the debt?



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# Where Did All the Money Go?

Part A:
Directions: Use the map on pages 36-37 of *The State of the World Atlas* to answer the following questions

1. List the five countries with the most serious debt.

_____

_____

_____

_____

_____

2. According to the map sidebar on page 36, how is this debt measured?

_____

_____

Part B:
Using the other maps in *The State of the World Atlas*, determine at least three possible causes for each country's debt.

Country_____

Map Name: Page #: Possible Cause of Debt:

_____

_____

_____

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Country_____

Map Name: Page #: Possible Cause of Debt:

Country_____

Map Name: Page #: Possible Cause of Debt:

Country_____

Map Name: Page #: Possible Cause of Debt:

Country_____

Map Name: Page #: Possible Cause of Debt:



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Title:

A World of Inequalities

Standards Addressed:

How culture and experience influence people's perceptions of places and regions.

Geographic Themes Addressed:

-Region

Overview:

The world if full of inequality. We see it daily, as do our students. It is rare however that we ask them to provide concrete information about the inequalities that exist. This activity asks student to use *The State of the World Atlas* to point out and try to explain some of the inequalities that are a part of our daily lives.

Grade Level:

6-12

Time:

One class period or less (based on a 50 minute class period)

Materials Needed:

Handout #17, "A World of Inequalities"

Procedure:

1. Ask students to discuss what they consider to be equal. Can they give examples of things that they have witnessed which were not equal? What do they think accounts for these inequalities?

2. Distribute Handout #17 and copies of *The State of the World Atlas.* Review the direction and lead students through the example given on the handout.

3. Allow students time to complete the handout. Discuss their determinations for the causation of the inequalities. Are there some that could never be equaled? Do any of the equalities seen to be improving? What steps should be taken, if any, to solve these inequalities?



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# A World of Inequalities

Directions: Using *The State of the World Atlas* locate 10 inequalities expressed in the maps and give at least one possible reason for each inequality (the map sidebars as well as the accompanying map commentary may help to explain this inequality). The first one has been completed for you.

Inequality: Page #:

Women's earning as a proportion of men's earnings 44-45

Possible reason(s) for the inequality:
-Women have traditionally held a home-based role in many cultures and therefore are not equally represented in the traditional labor force.

-Today women make up much of the unskilled, unpaid labor force in many countries.

Inequality: Page #:

Possible reason(s) for the inequality:

Inequality: Page #:

Possible reason(s) for the inequality:



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Inequality: Page #:

Possible reason(s) for the inequality:

Inequality: Page #:

Possible reason(s) for the inequality:

Inequality: Page #:

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Inequality: Page #:

Possible reason(s) for the inequality:

Inequality: Page #:

Possible reason(s) for the inequality:



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Inequality: _____ Page #: _____

Possible reason(s) for the inequality:

Inequality: _____ Page #: _____

Possible reason(s) for the inequality:



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Title:

Common Ties: AIDS and the lives it touches

Standards Addressed:

The physical and human characteristics of regions

Geographic Themes Addressed:

-Movement

-Place

Overview:

AIDS is a timely yet sensitive issue and may not be appropriate for all classrooms. However, because the influence of geographic commonalties can easily be applied to any human condition, this lesson is easily adaptable to suit individual classroom needs. Students are asked to look for common factors which exist, as well as those which seem to be commonly absent.

Grade Level (as written):

11-12

Time:

One class period or less (based on a 50 minute class period)

Materials Needed:

Handout #18, "Common Ties: AIDS and the lives it touches"

Procedure:

1. You may wish to preface this lesson with the biological causes of the HIV virus and AIDS. It may also be helpful to present a brief history of the geographical spread of the disease. Discuss with students which countries they believe have the highest occurrence of AIDS. What has shaped their perceptions of the disease? What do they know these countries to have in common? A good source for information on this topic is the web site: http://www.cdc.gov/nchstp/hiv_aids/hivinfo.htm

2. Distribute Handout #18 and *The State of the World Atlas.* Allow students time to complete the handout. What common factors did they find? Which factors are commonly absent in these countries (health care, birth control, education)? Are there some commonalties that seem to not affect the occurrence of the disease? What changes could these countries make to reduce the number people infected with AIDS?



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# Common Ties: AIDS and the lives it touches

1. List the countries most drastically affected by the HIV virus and AIDS.

Using the maps in *The State of the World Atlas* and your basic geographic knowledge, find some common factors that exist among these countries. Be sure to cite the map name and page number for each common factor that you have found.

| Commonality: | Map Name: | Page #: |
|---|---|---|

Sometimes the common factors that do not exist can be as important, if not more important than those that do exist. List some common factors among these countries which seem to be missing (example: adequate health care).



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Title:

## Statistics: Their Use and Abuse

Standards Addressed:

How to use maps and other geographic representation, tools, and technologies to acquire, process, and report information from a spatial perspective.

Geographic Themes Addressed:

Does not address a specific geographic theme

Overview:

*The State of the World Atlas* is a valuable resource for students, but, like any statistical source, it has its limitations. In this age of information overload, it is more important than ever for students to learn to cast a critical eye on the source itself and statistics in general. This activity will ask students to carefully examine the information and biases included in the *Atlas*. For what kinds of questions is the *Atlas* most appropriate? What is left out, either by selection or by the quantitative approach? Do the authors have a recognizable bias? How can student supplement the information from the *Atlas*?

Grade Level:

9-12

Time:

One class period (based on a 50 minute class)

Materials Needed:

Handout #19, "Statistics: Their Use and Abuse"

Procedure:

1. Ask students to list the characteristics of someone they would trust to bring them good notes on an important class or meeting that they had missed. Write these characteristics on the board. They will probably include accurate, complete, clear, neat and unbiased (in the case of a controversial meeting). Would it be easier to get notes on a math class or on an American history class? Discuss why it is more difficult to communicate the values and more abstract ideas of the history class than the quantitative nature of the math class.

2. Distribute copies of Handout #19 and the *Atlas*. Explain that this activity will give students a chance to look critically at a source to decide on its most appropriate use and to become aware of its shortcomings. The idea is that the *Atlas* is not an end in itself, but that it presents an incomplete picture that needs to be filled in through the use of other sources. Use of the *Atlas* as an "answer book" is abuse, or at least a waste of its potential as a stimulus to curiosity and further study.

3. Allow time for student to complete the handout. Accept a variety of answers, because the point of the activity is to develop a critical approach to statistical

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sources. The process is more important than the answers themselves. Question # 9 on the handout asks students to read the Introduction. This may be written at a level too difficult for some high school students, perhaps you could make this question a "bonus". Discuss their findings. Ask the following questions to conclude the activity:

- What are the greatest assets of the *Atlas* in studying international relations?
- What are its limitations?
- In which ways is this *Atlas* better than sources such as an almanac that just list statistics?
- What kinds of questions does it answer most effectively?
- What kinds of questions require information from other sources?
- How does the authors' bias affect their view of the "state of the world"?
- What sources could be used to counter the bias?


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# Statistics: Their Use and Abuse

Directions: Before using a new resource, it is a good idea to carefully analyze it for strengths and limitations. *The State of the World Atlas* was produced to give a clearer picture of some of the most important developments in global economics, politics, and society. It can be a valuable resource, but like any tool, the user needs to learn which tasks it is most suited for and how to apply it most effectively.

Answer the following questions based on a careful examination of the *Atlas*.

1. In what year was the *Atlas* published? _____

2. Examine a selection of maps (at least five) throughout the *Atlas*. From what year(s) are the data on the maps drawn? (See notes on key for each map). List the name of the map and the date(s) of the data used.

Page #: Map Name: Date of data:

_____

_____

_____

_____

_____

3. Do you see any problems with these dates? Explain, using specific examples. (Was there anything going on in the world at that time that would skew the data? Have there been any world events since that would drastically change the data?

_____

_____

_____

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4. What unusual technique does the *Atlas* use on the maps on pages 14-15, 30-31, and 32-33 to show the relation ships between nations and regions in the world? Explain using examples.

5. Choose one map and explain how the use of symbols and a key effectively illustrates a particular set of relationships.

6. On the map on pages 38-39, the combined national income of African nations appears very small in comparison with regions such as Europe. From wh.. you know about how national income is calculated, how might this difference be exaggerated? (What is missing in the national income figures for African nations?)

7. Name two maps that are handicapped by lack of available data?


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8. Find three maps where there is no information on Taiwan. What would account for this lack of information?

9. In the Introduction and in their choice of subjects and their editorial comments, the authors show a strong bias. Describe their political perspective in your own words. How might this affect their selection of data?

10. What kinds of sources did the authors use to compile the information on these maps? List five different types of sources.

11. For which of the following topics would *The State of the World Atlas* be an appropriate source? Mark these topics (+). For which ones would it be least appropriate? Mark these (-). In which would you find some information but need to supplement it through the use of other sources? Mark these (0). (Use the Contents and Index to help you).

- ❑ A cross-cultural look at the 1960's
- ❑ The power of transnational corporations

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- ☐ Family life in India
- ☐ The standard of living in Latin America
- ☐ China's development since 1948
- ☐ Exploitation of women and children
- ☐ Global energy resources and consumption
- ☐ Influence of religion in the Middle East
- ☐ Transportation facilities in Africa
- ☐ Most important beliefs of Hinduism

12. From your answers to the questions above, what do you think are the greatest advantages and limitations of *The State of the Wold Atlas* as a resource?

Advantages:

_____

_____

Disadvantages:

_____

_____

13. If you were going to revise the *Atlas*:
List three recommendations you would make to the authors for changes in specific maps.

_____

_____

_____

List two topics you would suggest for additional maps.

_____

_____



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Title:

The World as You Perceive it

Standards Addressed:

How to analyze the spatial organization of people, places, and environments on the earth's surface.

The characteristics, distribution, and migration of human populations on the earth's surface.

Geographic Themes Addressed:

Does not address a specific theme

Overview:

This activity can be used as an effective pre- and post-test for a series of activities using *The State of the World Atlas*. It is designed to bring out some of the attitudes and perceptions that students have about international relations.

Grade Level:

6-12

Time:

One class period or less (based on a 50 minute class period)

Materials Needed:

Handout #20, "The World as You Perceive it"

Procedure:

1. Distribute copies of Handout #20. Review the directions and allow students time to complete it, making it clear that there are no "right" or "wrong" answers.

2. Discuss students' answers asking them for specific examples to support their attitudes. Use the following questions for further discussion:

- Is the world a frightening place to live in? Why or why not?
- What could make it less frightening?
- Is the world too complicated or too confusing?
- Do a few powerful people control the world?
- Is the world shrinking? In what sense?
- Can an individual have impact on the "state of the world"? How?

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# The World as You Perceive it

Directions: Please circle the number on the word scale that best expresses you views for each set of words.

"The state of the world is..."

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| COOPERATIVE | 1 | 2 | 3 | 4 | 5 | 6 | COMPETITIVE |
| FAILING | 1 | 2 | 3 | 4 | 5 | 6 | WORKING |
| IGNORANT | 1 | 2 | 3 | 4 | 5 | 6 | INFORMED |
| INTERDEPENDENT | 1 | 2 | 3 | 4 | 5 | 6 | DEPENDENT |
| INTER-NATIONALISTIC | 1 | 2 | 3 | 4 | 5 | 6 | NATIONALISTIC |
| JUST | 1 | 2 | 3 | 4 | 5 | 6 | UNJUST |
| LARGE | 1 | 2 | 3 | 4 | 5 | 6 | SMALL |
| PEACEFUL | 1 | 2 | 3 | 4 | 5 | 6 | WARLIKE |
| RICH | 1 | 2 | 3 | 4 | 5 | 6 | POOR |
| SIMPLE | 1 | 2 | 3 | 4 | 5 | 6 | COMPLEX |



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